DOCUMENT RESUME

ED 025 311 PS 001 412

Investments in Prevention. An Activity Group Program for Young Children. Summer - 1967.
PACE I.D. Center, South San Francisco, Calif.
Spons Agency- Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.
Pub Date 67
Note- 48p.
EDRS Price MF-$0.25 HC-$2.50
Descriptors- Aggression, Behavior Change, Behavior Problems, *Elementary School Students, *Emotionally Disturbed Children, *Intervention, Mental Health, *Program Descriptions, Program Evaluation, Self Concept, *Summer Programs
Identifiers- A M L Behavior Rating Scale, Mental Health Criteria

Ninety-eight young children with learning or behavior problems participated in a 5-week summer program. The objective of the program was to provide (1) an activity-oriented group experience, (2) continuity of experience between June and September, and (3) a closer relationship with an adult than is possible during the school term. All Pacers, as these children are called, showed gains in independence, recovery and coping strength, and positive self-concept, even though they showed more disturbed behavior than had been anticipated. Withdrawn, fearful, or moody children gained most in self-concept, relatedness to environment, and independence. Aggressive children showed most gain in relatedness to people and recovery and coping strength. The activity group summer program was an effective intervention technique. (DO)

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INVESTMENTS IN PREVENTION

AN ACTIVITY GROUP PROGRAM FOR YOUNG CHILDREN

PACE I.D. CENTER

SUMMER 1967

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An Activity Group Program
for Young Children

Summer - 1967

PACE I. D. CENTER
TITLE III - ESEA

CONTENTS

PACERS 1
PARENTS 3
STAFF 9
SCHEDULE OF ACTIVITIES 12
HOW WELL HAD WE PLANNED? 13
CONTROLS FROM WITHOUT 15
THE "GRITTY" of the FIRST WEEK 17
FRIENDLY ADVICE TO STAFF 19
PROGRAM EVALUATIONS 20
    Mental Health Criteria 20
    Staff Evaluations 20
    A Five Year Old 22
    A Ten Year Old 24
    Report of the "Yellow Jackets" . . 27
STATISTICAL EVALUATION 31
SUMMARY AND CONCLUSIONS 37
FACILITIES 39
AML Scale 41
EXPENDITURES 42
EQUIPMENT 43

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<u>The Early Identification of and Early Intervention with Behavior Problem Children and Their Families</u>

The PACE I. D. Center is a three year demonstration project concerned essentially with intervention processes that will:

1. be helpful and meaningful to school personnel and to families

2. provide continuity of service from identification through treatment.

FOREWORD

PACERS are young school age children who, according to their classroom teachers, were not experiencing success in relation to their classmates because of learning and/or behavior problems.

The purpose of the five-week summer program was to provide an opportunity for PACERS:

- To have a group experience that is activity oriented rather than academically oriented.

- To participate in a program that provides some continuity of experience between June and September.

- To have a closer relationship with an adult than is possible in the regular school setting.

PACE I. D. Center social workers worked during the previous school year with each PACER in relation to his total environment: at school - at home - and in the community.

Eighty percent of our PACERS participated, indicating that there is, indeed, a need for such a summer program.

It took many hours of planning! It was a great experience for PACERS, parents, staff, credentialed personnel and the college and high school students who served as counselors.

<u>How</u> can we measure its success?

37 five and six year olds

44 seven and eight year olds

17 nine, ten, and eleven year olds

PACERS

98 youngsters 26 girls - 72 boys 87 families

GROUPING: The following factors were taken into account:

Age - 5, 6, 7 year olds: boys and girls in groups

8, 9, 10 year olds: boys or girls in groups

A youngster was further identified, for example, as 7+ if it was felt he would function best with an older group, or as 8- if he was immature and more nearly like a 7 year old.

Behavior - (1) Hyper-activity: aggressive, impulse-ridden
(2) Other: neither (1) nor (3)
(3) Restricted: over-controlled, withdrawn, isolate
(x) Special considerations: e.g., medication, allergies

Each HOMEROOM had 3 or 4 small groups of 5 to 7 PACERS each.

Initially we planned a ratio of PACERS to Counselors of 4 or 5 to 1. This ratio was reluctantly but necessarily increased as registrations far exceeded expectations and it was felt that no PACER should be excluded from the program. With one exception, each group was limited to five or six PACERS and each group had some PACERS from each of the (1), (2), and (3) behavior groupings above. One HOMEROOM had three groups of "older" boys. The other four HOMEROOMS had boys and girls.

PACERS participating in the Summer Program were from five school districts, twenty-two schools. The greatest number from any one school was twelve.

What could we really expect in the way of behavior from these youngsters? How well had we planned for them?

PACE INVITES YOU...

PACE Invites You!

WHAT: A Summer Activity Program

WHEN: July 10 - August 11, 1967 10-2 Mon. through Friday

WHERE: Buri-Buri School, S.S.F.

WHO: PACERS [and their families]

- Games, Art, Music, Puppets, Dance -

For further information call: 583-3480

PARENTS

COMMUNICATION with parents was a key factor from the beginning. Continuity, timing, and content of the communications were vital elements.

A relationship had been established with the family by a skilled PACE social worker - a relationship that focused on the PACER and conveyed feelings of caring and, in turn, of trust.

February • Verbal communication about the summer activity program was first initiated with parents by the PACE worker as early as February.

March • Initial written communication was in the form of a brief, personal invitation to each PACER with essential information such as Program, Dates, Place, Time, Transportation (provided by 3 Servi-Car mini-buses), Fee (none), Lunch (you provide bag lunch).

A personal note to the parents was included with a request to return an Interest card.

We need to know how many parents are interested in having their child (children) attend the PACE Summer Program. Would you please complete this form and return it to us by March 15th.

I am interested in having _____ attend. ☐ No ☐ Yes
Age _____
A meeting of parents will be scheduled early in May so that we can tell you more about the program.

PARENT'S SIGNATURE_____
PARENT'S ADDRESS_____
TELEPHONE NUMBER_____

85 cards returned
or 70%

PARENT EXPECTATIONS FOR PACERS

"J. has a very hard time concentrating on any subject for any length of time. He gets bored very easily and quits too soon. His teacher has her job cut out for her trying to hold his attention in class. He also lacks decepline. We have tried very hard at home to teach him patience and decepline but the more we try the worse he gets.....at home and at school he is a tyrant and a disturber."

"My expectations for my child is for him to improve in all category if possible. For B. I hope he will understand to communicate with other children and that he will be accepted by the other children on basic of what he can do. B., I believe, lacks self-confidence. When he does something correct the first time, he's real please with himself. (Which child isn't?) But when its the opposite he seems to go into a world all by himself. He gets very upset."

"We can only say we hope she gains a little more self-confidence, and that after watching her you can help us to aid her moodiness. Thank you for this opportunity for S. to have organized, creative activity."

"I feel the summer program should be a strictly "fun" approach in a learning situation....as contrasted to regular school where the pressures often leave the children physically exhausted and emotionally drained."

"M. has, for a long time, been lacking in self-confidence and maturity he needs. We truly are thankful for the PACE Center and hope this summer program will give him a big boost in the right direction. These are the areas he needs to improve:

1. He has trouble making new friends...
2. He is always on the defensive and will start fighting too quickly in his defense
3. He is a poor sport when playing games as he hates to lose....
4. He often sulks if things don't go his way."

"My highest expectation for D. is that she will be able to get along well with other children. Through this maybe she and I will better have a different attitude toward each other. Thank you."

"I hope my boy will meets new friends. Learn how to play new games and enjoy his vacation."

"For my child to learn to play with other children well. To have better understanding of my child."

"We hadn't given much thought as to what we should expect from your Summer Program. As you had invited J. to participate we assumed you had a definite reason in mind for having the children under observation while not in a classroom environment. Naturally we hope you will find the key to make J. want to learn. Or maybe you could get the message to him that school doesn't waste his time as he thinks now."

PARENTS - continued

April • Second written communicacion invited parents to attend an evening meeting to discuss and to help plan the Summer Program. Followed up by personal phone calls from PACE workers. (40 families attended)

Punch and cookies were served (provided by staff) as parents arrived. The meeting was held at the school in which the Summer Program was to be held. There was a general overview of the summer plans, then meetings of parents in small groups with their respective social worker to provide an opportunity for them to ask questions and discuss the program plans more specifically.

Observations: PACER parents were interested, involved and concerned. This first group meeting of the parents was a turning point for staff involvement in the project itself. It was a visual and verbal documentation of the fact that parents and staff alike had a common purpose and concern for a very special group of youngsters. As a result of this meeting, it appeared that for the first time the staff were strongly identified with the real thrust of PACE toward new directions in prevention. They were aware that their role as social workers could be more than that of "caseworkers." They shared an experience and, in a sense, had been tested as to the success of their communication skills with PACER parents. They had obviously been successful with the parents who attended this first meeting.

May • Third written communication went out to PACER parents eight days after their first meeting. It provided answers to questions raised at the meeting as well as a Questionnaire concerned with parent participation. (76 Questionnaires returned or 63%)

An official Registration Form was also sent out with this letter with a request that it be returned by May 19th. (99 Registrations received: 88 families or 73%)

June • A fourth written communication was sent to PACER parents on June 12th, indicating that there were 99 children signed up and that we were "looking forward to working with your child." With this letter was enclosed a single blank sheet of paper with "To: PACE I. D. Center" (with address) and "From (Parent Name) in one corner. The letter included this paragraph: "May we ask you to take a few minutes of your time to return the attached sheet? We would like very much to know what your expectations are for your child during the summer program. What do you hope will be the gains? What do you hope will be accomplished?" (40 responses were received.)

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MORE PARENT EXPECTATIONS

"I hope T. will enjoy the program and look forward to attending it each day. I hope she will do especially well in at least one or two things so that she will feel a real pride in accomplishment. I hope she will make friends and feel that the other children really like her. She seems very sure of herself around adults but when she is with children she often feels they reject her. I don't think children treat her badly, but she looks for reasons to say 'They don't like me or they are mean to me'."

"I would like for D. to learn to get along and share willingly with other children."

"G. has been a very insecure little boy. We hope he will learn to play with other children without fighting. At times he is very unsure of himself and will not participate in games because he is sure he cannot do it.

That he will learn to have confidence in himself. Then I believe the anger will disappear."

"It is our hope that our son will be able to receive assistance in subjects that he missed during the school year and to make new friends during this program.

We feel this can be accomplished with the assistance of the counselor due to the fact that more individual attention can be given each child.

Thank you for your help in giving your time and efforts to help children like ours who need help in progressing in schoolwork and encouraging them to become more out-going children."

"I hope this program will help C. to overcome her shyness and enable her to answer when spoken to directly. Also to gain confidence in herself. She has a habit of crying when things do not go her way. I am not expecting this program to solve all of our problems, but it does sound as if we can accomplish some things by working together."

"I believe F. can gain greatly by joining other children doing things together without the pressures of school and homework pressing him. For F. it has been all schoolwork and no play. I am sure he would be a happier child if he had more fun during the weekdays, not just weekends. He need to learn how to get along better with children his own age. He has to practice being a good 'sport'."

"We are hoping L. may learn how to play and get along with other children better. Maybe he can receive the fealing of belonging to a group. He has to learn to get along with other children his own age."

PARENTS - continued

July • Fifth written communication to inform parents of meetings planned for the summer.

Group Meeting - July 20 - 7:30 p.m. (26 families)

Film: "Shyness" - and small discussion groups with PACE social workers.

Family Picnic - Orange Park - July 28 - 5:30 p.m. (28 families: over 100 persons)

Informal: barbecuing, families provided own food and fuel, touch football, guitars, singing. An opportunity to observe our summer staff in a most informal, spontaneous, outgoing participation with PACERS, their siblings, their parents, and grandparents, uncles, cousins, and neighbors!

Group Meeting - August 3 - 7:30 p.m. (21 families)

Film: "Have I Told You Lately That I Love You" - and small discussion groups with PACE workers.

Note: Reminders were sent to parents prior to each of these meetings. Attendance at one or more meetings was 45% of those families registered.

August • A final letter was sent to parents during the 4th week - thanking them for their help, their interest, notifying them of the bus schedule for the last day, and asking them to let us know of any comments or suggestions they had.

These are some of the factors that we believe spelled success with parents:

- focus on the child in his total environment.
- a variety of opportunities for parent involvement such as parent meetings, questionnaires, family picnic, helping with bus schedule.
- the timing of written communications and the follow-up of parent responses; continuity of feedback to parents.
- the whole-hearted involvement of PACE I. D. staff - with PACERS, parents and summer staff.

Mary Jo Oliver
Linda Biocini
Carol Daly
Connie Edler
Frances Wiseman
Barbara Bjonerud
Becky Woodworth
Susan McVay
Nancy Tonneson
Kathy Armstrup
Reed Anderson
Claudia Matthews

Tets Kashima
Dave Ross
Dirk Hartog
Charles Norcia
Becky Ruff
Tom Ward
Elinor Herod
Mary Seubert
Kathy Wherrett
Sarah Vaughan
Dean Blust

STAFF - PACE I. D. CENTER STAFF
SUMMER STAFF

The PACE I. D. Center Staff included five social workers, the project director, the assistant director, and four consultants in child psychiatry.

The Summer Staff included credentialed school personnel and students from high schools, colleges, and universities.

RECRUITMENT: 71 inquiries, 42 interviews, 23 employed- (7 male 16 female).

CRITERIA: 1) an interest in working with young children
2) a special skill or talent to bring to the program
3) an interest and a willingness to participate in the evaluation of the program

SUMMER STAFF: 5 credentialed school personnel from - Bayshore Elementary School District
Brisbane Elementary School District
South San Francisco Unified School District
San Francisco Unified School District

2 post Masters degree students
3 graduate students
> San Francisco State College

2 - 1967 college graduates
5 college students
> Mills College - Oakland
College of San Mateo (2)
Swarthmore College, Pa.
Carleton College, Minn.
Antioch College, Ohio

2 high school graduates-1967
4 high school students
> Aragon High School
Mills High School
South San Francisco High School
> San Mateo Union High School District

Experience: Previous experience included working in such programs as Head Start, USO, residential treatment center for emotionally disturbed children, school for retarded children, nurse's aide, recreation, summer camp, activity group therapy with disturbed children, elementary school teaching and administration.

Salaries: 1.30/hr. high school students
2.62/hr. college students and high school graduates
3.14/hr. credentialed teachers
6.50/hr. program director

STAFF - continued

ORIENTATION: There was a three day orientation period for all staff prior to the opening of the Summer Program.

- General meetings to discuss purposes of the program, assignment of PACERS, room assignments, checking supplies and equipment, schedule of activities for first week, parent participation, program evaluation, administrative details (pay day, first aid, transportation schedule, milk, etc.).

- Homeroom meetings with PACE social worker to talk about children.

- Program meetings with Activity Chairman to plan sequence, progression of activities, and appropriateness of activities in relation to developmental levels of PACERS.

EXPECTATIONS: At the close of the first week, staff were asked to comment as follows:

Q. Did this FIRST week of the Summer Program conform to your expectancies?

A[1]. "I really didn't know what to expect. I think I was surprised at the diversity of personalities among the children. I didn't realize what problems we would be facing in such concentrated form! I've never seen so many 'loners' and anxious children." (First Grade Teacher - Activity Chairman)

A[2]. "The first day was hectic, but I was expecting it. After working 'first days' at a playground for two years, I realized it would be bad. Until you know the kids, nothing will go as it is planned because it won't be planned right. After the first day we all knew what was wrong and we worked to fix it." (High School Student - Counselor)

A[3]. " 'The best laid plans of mice and men'.....I felt that we were prepared, but not for the kids that showed up Monday. Somehow you just can't know what they're going to be like, what they can do and what they like to do until at least after the first horrible week. I know I searched madly to find things to keep them occupied. I found the children to have much more varied and deeper problems than I imagined possible. I was really unprepared for the first day. I guess I expected normal kids, but I know this week has taught me more than any amount of schooling or explanation could and I don't regret it - only my mistakes!" (College student - Activity Chairman)

A[4]. "Originally I guess I had prepared myself for a slightly older child, and so for the first day and a half there was something of a communications gap between myself and my group. This, however, was not the most difficult part of the week.

Far harder was the emotional involvement (if you don't mind the cliché) which hit me beginning Wednesday. So many of these kids have such a tremendous need for affection that I find myself drawn, as it were, against my will. This reached a peak yesterday when two girls (not my group) began hanging on me and calling me 'Daddy.' Now the hanging on I have been coping with from the beginning, but the idea that children have so little at home that they must look for a substitute father in a stranger, I find ghastly. And while before I gently but definitely lowered children when they jumped on me, I now found myself almost helpless. If everyone else refused to give these kids anything, should I say 'no' too? I really don't know how to resolve the problem, although of course I won't quit. Beyond this - the program remains a marvelous experience." (College student - Counselor)

A5. "I guess I really didn't truly realize all the problems that would arise. I didn't anticipate the pep and energy that 6 year old boys possessed. Also, I didn't realize how quickly small boys can go through activities that took hours to plan. This week certainly taught me a lot about little children." (High School Student - Counselor)

A6. "I had expected that the carefully structured schedule would shatter under the pressure of the population and problems and that we would quickly have to reorganize. However, I felt the security of my own professional experience behind me and of the special consultation available and behind the program, and I was certain we would be able to cope. Vive la group!" (PACE I. D. Social Worker)

A7. "I felt that the Staff did a fantastic job, proof of which was shown in the warm and eager response of the children. The first day was a mess and I thought that it would be tough for all to bounce back, but all did and we worked as a team." (Graduate Student - Counselor)

A8. "My expectancies concerning the type of children were fulfilled - that the children would be disturbers, aggressive, shy, etc. The 'problem' child was expected, but certainly my expectations concerning the results of the first week was below expectancies. That boys of 9 to 11 will fight, argue, sulk, taunt, pout is to be expected; to control such behavior to 'acceptable' standards is another matter." (Graduate Student - Activity Chairman)

A9. "The children as a group are more acting out than I expected. I've never had to cope with children who 'run away' and I have <u>two</u> of those. The group I have are special in that activities have to be <u>carefully</u> geared to their interests. They are extremely negative about many things. One doesn't think he wants to be a child. Between those who think they don't like anything and those who don't know what they like - to get anything going is difficult." (Graduate Student - Counselor)

SCHEDULE OF ACTIVITIES

Activities included Art, Music, Dance, Drama, Quiet Activities, e.g., checkers, dominoes, books, tinker toys, story-telling; Indoor Active Games, e.g., mobile toys, wrestling, low organization games; Outdoor sports, games and play. Rooms and outdoor areas were designated for each of these activities and there was an activity counselor responsible for organizing and instructing in the activity, checking the equipment, and setting the limits for the area. The initial schedule had been organized on the basis of the age group of PACERS, with provision for them to have six activity periods a day including lunch. Art and Outdoor Activities were scheduled as double periods.

REORGANIZATION NEEDED - Action taken -

The first general Staff Meeting at the close of the first day brought together a weary group! Problems were identified:

MORE CONTROL WAS NEEDED!

-PACERS were arriving by mini-bus between 9 and 10 a.m., and leaving between 2 and 3 p.m. This meant that HOMEROOMS had to make provision for youngsters as they arrived, and until everyone was there, or everyone had departed.

-One counselor from each HOMEROOM would meet each little bus and escort PACERS to that HOMEROOM A counselor also escorted youngsters to the bus for their departure.

- HOMEROOM counselors were responsible for their own PACERS as they arrived and needed to plan for this time.

-The FIRST PERIOD, 10:00 - 10:30, and the LAST PERIOD, 1:30 - 2:00, were scheduled as HOMEROOM - based activity periods in order to insure more control.

-LIMITS were set; staff were urged to be firm.

-COUNSELORS WERE SHIFTED FROM BEING ACTIVITY-ORIENTED TO PACER-ORIENTED. THEY STAYED WITH THEIR RESPECTIVE GROUPS. GROUP IDENTIFICATION WAS IMPORTANT.

-Provision had to be made for a RETREAT ROOM for disturbing PACERS.

-All school equipment and furniture not essential to the program was removed from the rooms. This had been requested and arranged for prior to the opening of the Summer Program - but was not achieved until after the first day.

REVISED SCHEDULE established by the Staff: Counselors signed up daily for each activity period for their group. (10:30 - 1:30). Limits were set for the number of groups that could be accommodated in each activity area and consideration was given to the special needs of a particular group. The program director worked directly with staff in assuring a balanced schedule and in checking equipment in and out each day.

HOW WELL HAD WE PLANNED? • The crises of the first week were met by -

1) Shifting more responsibility for the discipline and control of each small group onto each group leader. (This had been made clear during the orientation period but obviously was not sufficiently stressed. The leaders relied too much on the activity counselor or social worker for control.)

2) Using the HOMEROOM as the activity area during the first and last activity periods.

3) Helping group leaders to acquire more resource skills for working with their small groups.

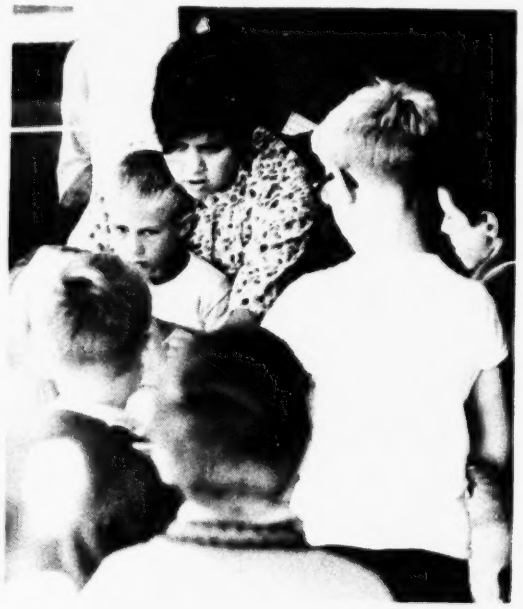
4) Having counselors determine and sign up for their daily activity schedule in terms of the needs and readiness of their group.

5) Social worker role became one of HOMEROOM program coordinator, developer, consultant, advisor, collaborator.

With this increased structure and role definition, the second day was mild by comparison. Nevertheless, until personal relationships between staff and children were developed, and role relationships among staff were worked out, there was much testing and turmoil.

There are several factors that can be identified as contributing to the problems that were encountered - but, for the most part, they were overcome.

- PACERS as a group were much more disturbed than had been anticipated.
- Enrollment far exceeded expectations so that space and staff were at a premium.
- The program was not without experienced leadership in the areas of recreation and physical education activities, as well as activity group work with disturbed children. However, uncertainty of funding for the summer program until the middle of June meant that the inclusion of more professional staff with experience in Group Work with children was not possible.



LEVEL 1

LEVEL 2

LEVEL 3

LEVEL 4

CONTROLS FROM WITHOUT - to develop "CONTROLS FROM WITHIN". Anxiety was reduced insofar as possible by eliminating the word "IF" from the vocabulary of the staff. Limits were set: other people must not be harmed, and equipment must not be destroyed.

•LEVEL I HOMEROOM or Activity Room — The first responsibility for control was the activity leader or credentialed person who set the limits for each room, verbalized them and helped each counselor in following through. The second line of responsibility for control rested with the counselor of each small group.

••LEVEL II — If a PACER was not able to cope with the group, he was helped to pursue an activity within the same room - either with another group or youngster, by himself, or with a counselor.

•••LEVEL III — If a PACER was not able to profit from Level II, he was taken by a counselor from the ACTIVITY ROOM to:

1) an outside play area to play with a ball or other equipment, to sit and talk, to walk.

QUIET ROOM

2) to the QUIET ROOM to play a game, to be read to or to read, to listen to a record, to talk, to do nothing, to draw.

3) to the Staff Room for the same purpose as (2), only when there was no counselor available for a 1 - 1 relationship. (There were always one or two administrative staff in the Staff Room.)

••••LEVEL IV RETREAT ROOM — If a PACER was not able to profit from Level III because he was too upset and out of control, he was taken, sometimes physically, to the RETREAT ROOM (a small, bare room) where he and a designated counselor would stay to work through the PACER'S feelings and to help him gain control.

•••••LEVEL V HOME — Taken HOME for the remainder of a day or kept at home for a day, as a last resort for disruptive PACERS. Only three required this Level of control. The decision for this action required consultation and sanction of social worker, program director and administrative staff.

Note: There were parents who occasionally kept their child at home as punishment for problems arising at home and unrelated to the PACE program.

The <u>GROUP PROCESS</u> was anticipated, verbalized, and experienced:

Weeks 1 and 2:
- the testing period
- getting to know each other
- setting appropriate limits

Week 3 :
- the peak of testing by those most resistant to authority, or most anxiety or impulse ridden.
- beginnings of satisfying group experiences and relationships.

Weeks 4 and 5:
- over the hump
- programs developing
- group activities
- sharing of equipment and staff
- group planning

<u>Observations</u>: There were several children for whom the stimulation of this group experience was too much. They required a very small group - no more than 3 - with a carefully planned activity group therapy setting.

<u>CONSULTANTS IN CHILD PSYCHIATRY</u>:

The role of the consultants was of prime importance during the planning and actual process of the Summer Program.

•Focus - Their relative distance, physically and emotionally, from the action enabled them to bring considerable perspective to what was happening.

•Feelings - In individual and group meetings, they encouraged and supported the expression of feelings by staff - which in turn served to reduce anxiety and permit clarification of underlying problems.

•Techniques - Many individual and group child therapy strategies proved useful. For instance, techniques of stimulus reduction, such as removal from the group and varying degrees of restraint, were incorporated into the daily plan for coping with impulsive outbursts.

The "GRITTY" of the FIRST WEEK

Notes from HOMEROOMS -

•The "RED ROOM"

"A great deal of thought and preparation had gone into the selection, grouping, and orientation of personnel and there had been meticulous planning of all the broad and intimate details of the Summer Program. It was a shining edifice that inspired confidence.

And then came the children! The first two days were bedlam! I now can remember the maelstrom of confusion. The Staff smiled and shouted. The children hooted and hollered, popped balloons, pulled down the crepe paper, punched and pinched, chased and climbed. L. and K. quickly emerged as the chief protoganists. It was a welter of mass anxiety - a mighty struggle for some semblance of control and order. At the first day's end, I remember everyone collapsing with Administration and Consultation to REVIEW, ANALYZE and PLAN! Fortunately, the EDIFICE had moveable partitions, plans were shifted, new strategies evolved and gradually things began to CALM DOWN, and SHAPE UP and MOVE AHEAD."

•The "BLUE ROOM"

First day: "The day that was! Ninety-nine bubbling children arrived full of vinegar and energy, ready to take on the world. Staff fell apart at the seams. Uncertainty and timidity revealed a lack of preparation for what we encountered and the staff was thrown into turmoil. They were not ready for the children. The kids quickly sized up the situation and took full advantage. Today, THEY ran the show. Staff morale sagged to the ground."

•The "YELLOW ROOM"

"The most difficult thing was finding an activity that was geared to the developmental age of the children with whom I was working, mainly because I didn't know the children.... I have really seen my own failings and abilities, and my potential ability clearer and more definite than ever during this first week. I am more convinced than ever that working with children is what I was born to do. I only hope that during this session I can be as much help to some children as they have been to me."

"The kids' ideas and what they want to do change so much from day to day. Today, one of my boys that had been real quiet this week, was so wild and mean, I wouldn't have said it was the same person. Yesterday they had a great time in music, but today they hated it. They didn't want to do any kind of art work, which they have been asking to do everyday. Everything I had planned,

they didn't want to do and they ended up getting in messes they couldn't get out of. The whole room was this way and I think we planned for today more than for any other. They just refused to do it. I think all in all, though, it's been a pretty good week. There's not one kid I don't like and I've had a lot of fun. I'll go home over the weekend, rest, and come back with new ideas."

More Notes -

"In view of the variety of training and experience of staff, I believe the program moved remarkably smoothly. The energy expended was stupendous. The key seems to be that the job has been kept clear of impediments so often present in school structure and the individuals involved with the program come with high involvement and incentive. The qualitative factor of real communication with children sets these staff members apart - the natural, spontaneous give and more give - instead of demanding, has set a wonderful tone. As small successes can be observed and capitalized on in the coming weeks, I think enthusiasm will remain. I have observed many children responding positively to the atmosphere - relaxing, enjoying themselves - some trusting adults far more quickly than I expected."

FRIENDLY ADVICE TO STAFF - from colleagues and consultants

Recognize when a child begins to lose interest and create a problem.

- Pay more attention to what he is doing
- Avoid negative or threatening comments that tend to weaken your own position of control and to increase your own anxiety as well as the child's. For example, the following statements were made by counselors - either to a PACER or to another counselor:

  "J. may have to go home if....."
  "I'll tell Reed" (another counselor)
  "You can play this if....."
  "Do you want to babysit?" (to another counselor)
  "Nobody wants him in their group."

- Try a positive approach with a child, e.g.

  "Could you help me?"
  "Will you get me some.....?"
  "I need a partner at checkers."
  "I don't believe you enjoy doing this anymore. That's alright. What would you like to do?"

- Trust the child! Demonstrate that you trust him! Let him have some flexibility - some alternative courses of action. Verbalize for him! e.g., a child "runs away" - leaves the group.

  "I know sometimes you can't stand the group - this group. If you want to go quietly to another corner of the room - or go to the Staff Room - just let me know so I know where you are. I worry about you when I can't see you and when you go off and don't tell me!"

- Help the child save face - improve his self esteem and, in turn, reduce his anxiety.

React to behavior or the reason for behavior.

Ask yourself: "What's good about it?" "What's bad about it?"
"Why am I concerned?" "How can I begin to trust him?"

Some possible answers: "This behavior is against the rule" ("Stay with the group")
"I'm afraid of the consequences."
"I'm afraid of my own lack of ability to control the child."

PROGRAM EVALUATIONS: Each Friday afternoon from 3 - 4 p.m. there was a general Staff Meeting to discuss and evaluate the week's activities, and to discuss plans for the next week's program. Also, on Monday or Tuesday afternoons there was opportunity for counselors to meet with their PACE social worker and a PACE mental health consultant. Another afternoon was devoted to program planning within the HOMEROOM . Other meetings were held as staff felt the need to talk about the day's activities and their PACERS. These meetings were essential to staff understanding, cohesiveness and relationships.

DAILY PACER EVALUATIONS: Each staff member turned in a daily check card on each PACER in his group, approximately 6 cards per staff member. The items used were criteria taken from Dr. Barbara Biber's chapter, "Mental Health Principles in the School Setting":*

MENTAL HEALTH CRITERIA

Goals for a healthy personality:	+ -Check One- 1	2	3	4	5 -
1. Positive feeling toward self					
2. Realistic perception of self and others					
3. Relatedness to people					
4. Relatedness to environment					
5. Independence					
6. Curiosity and creativity					
7. Recovery and coping strength					

KEY: 1= most positive behavior
5= least positive behavior

These criteria were also used as a basis for staff discussion of PACERS.

STAFF EVALUATIONS: Staff were asked to comment on the Summer Program in terms of what they felt were the good things going for them in their respective groups, and what suggestions they might have for improvement.

A[1]. "I think the most important concept we had as a Staff group was the freedom our Social Worker gave us. She would make suggestions but always left us with the feeling that we could disagree and not be hated for it. Also, I got the feeling that there was a lot of understanding in the group. An understanding of each others weak points and strong points. Another thing was our discussions after each day about our individual situations and children." (High School Student-Counselor)

*Caplan, Gerald ed. PREVENTION OF MENTAL DISORDERS IN CHILDREN Basic Books, Inc. New York 1961.

A[2]. "I think one of our strongest points was our flexibility. We never just went ahead with what we had planned without evaluating the youngster's mood that day. We were flexible enough to just stop our activity and let them play with what they were interested in at the moment. Our emphasis was interaction of the children instead of keeping them busy every minute with an orderly project. There is a time the teacher should step out and let the children play it out - I think we did this." (Graduate - Activity Chairman)

A[3]. "The Staff had a very warm feeling as a group. There was a predominant sense of humor and a group spirit. We enjoyed working together as a group. There was eagerness to help each other. We could often laugh our way out of low spirits and help each other to solve a problem. Our cohesiveness may be the result of closeness in age and similarity of interests. I believe that this closeness also rubbed off on the children and helped to make them a stronger group." (Teacher - Activity Chairman)

A[4]. "D., K., C. and I all like each other. Our Social Worker has helped a great deal to bring us together as a staff by her function as advisor. We also worked among ourselves - alerting each other of potential outbursts, relieving one another in tense situations and aiding in a crisis. Without our evaluation sessions - the whole project would have been a flop - a disaster. We needed to know how to handle kids." (High School Student - Counselor)

A[5]. "In our Homeroom all the staff supported each other. The Social Worker never interfered with our instructions to a child, but helped the child carry them out. Everyone else then seemed to pick this up. We were advised rather than told we were wrong. With a problem child, we decided on one technique to use in helping them. Then each person would do the same thing to avoid confusion in the child.

The bad times were when we weren't working as a unit. That happened mostly the first couple of weeks. Then we started realizing what we were doing. We always had a lot to talk about. Everything came out, and we discussed all our problems and how to cope with them." (College Student - Counselor)

A[6]. "To summarize, the thing that made our room tick was organization, cooperation, creativity, and countless prayers (plus a few silent curses occasionally)." (High School Student - Counselor)

A COUNSELOR'S DAILY COMMENTS ABOUT A FIVE YEAR OLD BOY

FIRST WEEK: Mental Health Criteria Total Score: 143 (Highest Possible Score = 175)

7/11 Runs away and wanders off consistently; bothers other children (takes away belongings) Cries if hit but does not defend himself. Likes to sit on my lap and frequently asks to be helped or carried.

7/12 Cannot sit still for long; compulsively runs away and also grabs other children's belongings. Doesn't speak unless spoken to. Must be physically coerced to join a group but participates if prompted, and enjoys activity.

7/13 Ate lunch with and spoke to another child (girl) first time today. Enjoyed clay today but still compulsively goes after other children's work. Ran away less today. Participated in dance and liked lumi sticks and Indian dancing. Enjoyed playing on bars and rings with limited assistance.

7/14 Some interaction with other boys today - teasing and chasing. Ran away seldom today. Participated actively in games today and delighted in playing leader of group and did well. Quickly lost interest in sitting and painting.

SECOND WEEK: Mental Health Criteria Total Score: 113

7/17 Lacks respect for other children's possessions. Will grab and destroy things. Refuses to make his own crafts. Mastered climbing up on horizontal ladder. Can jump down by himself although he will ask for help. Enjoyed records and music games.

7/18 No running away today. Better controlled. More interaction with others. Less destruction of others property. Participated in group games well. GOOD DAY.

7/19 Considerable improvement today. Responded well to me when I made a point to be firm and clear (not angry) about what I wanted. "F., I am speaking to you" (point at him or hold his shoulder) wait for eye contact then speak to him. No running away. Less destructive. Better (more effective) personal relations to other children.

7/20 Very short attention span. Difficulty in attending to a task without concentrated assistance by leader. Does well with puzzles. Has begun to ask for and about things. Increasing communications with leaders and other children.

THIRD WEEK: Mental Health Criteria Total Score: 115

7/24 Considerable more interaction with other boys in group. Played cooperatively with M. and G. Asked before acting "May I use your truck while you're not?" Learning to listen.

7/26 Easily distractible - quick movement from one activity to another.

7/27 Constantly leaving the group and wandering off. Continued destruction of his own and other things. Also continued harrassing rest of the group. Does fine in music (instruments), poorly in art (weak on hand-eye coordination; left handed).

7/28 Very hard time sharing.

FOURTH WEEK: Mental Health Criteria Total Score: 110

8/1 Lacks basic skills such as jumping, throwing. Fearful of hurting himself or falling. Enjoyed chalk painting and did several, all free form; no structure. Loved hearing tape of his voice. Likes to set up dominoes and make them fold.

8/2 Good day today. Began by listening to me. No running away. Came back when he left for a drink of water. Loves being outside. Timid about joining in group activity but is learning to hold his own, less crying and fussing. Blowing bubbles went over very well. Very attentive to myself and group activity. His best day.

8/3 Continues to be attentive today although he wanders off several times. Asked S. to be his friend and wanted to hold her hand at lunch. Getting better at asking to play with things instead of grabbing and destroying.

8/4 Another good day for F. More attentive and stayed with group. Really enjoyed throwing ball into waste basket outside. Does well at it. Saw him draw a symmetrical design using both hands simultaneously. Better hand-eye coordination than I thought.

FIFTH WEEK: Mental Health Criteria Total Score: 102 (Lowest Possible Score= 35)

8/9 Continues to be attentive. Responds to my voice with eye contact and says "What?" Learning to listen. Loves to pretend and moves well to music.

8/10 A happy day for F.

8/11 F. has begun learning how to get along with other children. He lacks respect for things that belong to others. His attention span for sitting activities is very short. He needs to learn simple skills such as cutting and drawing.

COUNSELOR'S DAILY COMMENTS ABOUT A TEN YEAR OLD BOY

FIRST WEEK:

7/10 Extremely curious but in a negative way.

7/12 D. seems to hate himself and everyone around him. He feels that everyone is against him, and as a result, he constantly gets into fights. D. never concerns himself with the feelings of others. D. has been able to relate to me but not to anyone else. Whenever he gets into trouble, I have to come and calm him down. He must be watched carefully when he plays with other boys because it doesn't take much to set him off on a fighting rampage. D. is never content to sit still. He is always climbing on shelves and fences. D. is a slave to his hostile feelings toward other people. He feels everyone is against him, and as a result, limits himself in his relations with others. D. is extremely creative and curious; however, he doesn't channel it in appropriate ways. D. cannot cope easily with frustration. When confronted with a crisis, he will fight and then run from the situation. It takes him a long time to get over setbacks.

7/13 Usually, in the face of crisis, D. will run away and hide from everyone. The first few days at PACE, D. would run off for long periods at a time regardless of counselor's calling him back. Recently, however, he has been coming back sooner than before when he sees that no one is going to chase him. Today he started to run home but changed his mind and came back to the school. Progress is slow and gradual.

SECOND WEEK:

7/18 D.'s recovery and coping strength has increased slightly as compared to what it was like during the first week. However, he still persists in thinking that everyone is against him and hates him. As a result of this reasoning, he causes a lot of fights with other boys. Today he had to be dragged into the RETREAT Room because he persisted in attacking another boy. This managed to calm him down, but he still feels a grudge toward all of the other boys.

7/19 D. was absent today - reason is yet unknown. He did, however punch another boy in the nose when the bus had dropped them both off after school. D. had told me earlier that he was going to get this boy when school was out because this boy had hit him. D. still persists in thinking that everyone is against him.

7/21 Best day yet for D. at the summer program. He managed to get through the day without any major fights with the other boys. He is relating well with all of the boys in the Orange group and seems to be having a wonderful time.

THIRD WEEK:

7/25 D.'s attention span and frustration level is ever increasing. He pursued many different activities today with social success in all of them. It is important to note that he didn't get in a fight all day. The only drawback of the day was a period in the RETREAT Room with me. He refused to obey me at one time and ran off instead. I caught him and carried him to the room. I physically held him for half an hour while he struggled to get free. After this, he calmed down beautifully and resumed play.

7/26 This was a very good day for D. When he was confronted with frustration and anger, he didn't flee as he has done in the past. As soon as I would grab him and tell him to settle down and keep having a good day, he would become relaxed and able to cope in a reasonable way with the situation. At one point in the day, I had to put him in the corner for popping a milk carton (against rules).

7/28 A good day for D. He was able to withstand a great deal of frustration in the activities he participated in without hitting another boy. He always responded to being told that he was having a good day. Calm and quiet conversation also helping him through his rough spots during the day.

FOURTH WEEK:

7/31 D. took some oranges from a neighbor's yard. I confronted him with his misbehavior and he confessed. He took the oranges back and told the owner that he was sorry. Other than this, D. had a good day.

8/2 D. came to school today with a magnifying glass which he proceeded to use in smoking up some grass around the yard. When I saw the glass, I told him it was against the rules and either he would have to take it to the Staff Room or I would. He then started to run off, but I grabbed him, where upon he became extremely angry - kicking, hitting and swearing. This all happened at 10:30 a.m., and it took until 12:00 Noon to get D. to put the glass in the Staff Room. But the important thing is that he did put it away and we were again the best of friends.

FIFTH WEEK:

8/7 D.'s morning started out good but his afternoon was somewhat different. He got into numerous fights and scuffles for things that seemed of minor importance. His tolerance level for frustration was low and whenever someone would nudge him, he would explode, swinging. The good part of all of this was that D. did not run and hide after fighting. He was able to stay and continue the activity.

8/8 I had been prompting D. to gradually break away from his dependency on me. While this is happening, he is finding it hard (but possible) to listen to the directions of other staff members. He, therefore, occasionally gets into fights and disagreements with other staff

members. Nevertheless, he is able to listen more and more to other staff members.

8/11 D. had his ups and downs today, but the important thing is that he was able to recover quickly from each incident. At times he wouldn't even hit someone when they first hit him, he would first say "Hey, Tom, he hit me for no reason." D., in this way, has improved 100% since his first day here.

REPORT OF WEEKLY HOMEROOM ACTIVITIES AND INTERACTION FOR "The Yellow Jackets"

First Week •PLANNING •CONTROL •IDENTIFICATION

During the first few days, the staff was upset by the confusion, the "looseness" of some of the children, and reacted with dismay, anxiety, and frustration. They needed a great deal of reassurance, demonstration, and direction. They were not prepared for the great need for structure and did not understand why the children became so disorganized between activities. Fortunately, the team members felt fairly comfortable with each other and were able to express their feelings enough to get at some of the basic problems.

Because the primary goal of the summer program was basically different from that of regular school, the disciplinary and control techniques had to be modified. Instead of acquisition of knowledge, the primary goal of the summer program was to enhance the social skills of each child. Thus it was important not only to cope with their behavior, but to help many of them develop self control and other more socially adequate behavior.

The emphasis during the first team meeting was on how to handle the group with some realization that a backlog of staff activity plans was necessary. Taking time out for conferences with each other to decide what to do next did not work - the children fell away from the counselors into disorganization and the staff often could not get them back for a new activity. They had prepared enough, however, so that the names of the children were quickly learned and all of the team members knew all of the children in the homeroom within two days. This was facilitated by typing the color identification of the group (yellow) to a symbol (yellow-jacket bee), and making name tags to be worn around the neck, decorated with a small bee from the florist shop.

The team members counted heavily on the social worker for direction and suggestions.

Second Week •INTERACTION •INDIVIDUAL DIFFERENCES •COMMUNICATION

During this week more structure appeared, plans were developed and materials ready ahead of time. Some difficulty appeared when a child did not want to join in the scheduled activity, and here opportunities developed for learning more about the individual members of each group. Clarification of the group leader's prime responsibility developed, and each team member learned his assigned role. The flexibility of the group was noticeable in that the program was adjusted from day to day with the children's needs and interests considered primary. Leaders were sharing tricks, games, books, ideas, and helping each other with materials. The interaction of the children within each group became clearer, and the leaders were asking more specific questions and giving evidence that they were becoming more observant.

The attitudes of the individual leaders toward the children became more and more an area of discussion, with varying responses - all tinged with anxiety. There was some success with certain children, the leaders beginning to see small changes - and they also observed that some children, as they became more familiar with the setting, became less reserved, more aggressive, and more troublesome. The disorganized children seemed

to give the leaders the most trouble - with the impulse-ridden children being given more of the traditional disciplinary treatment - close to "scoldings." The big gain this week was the recognition on the part of the leaders that they might not be able to change the behavior of these children to any great extent during the five-week period. They seemed to gain some perspective and, therefore, could be more objective as they realized that they were not the basic cause of "acting out" behavior.

Children who had not caught the attention of counselors before began to stand out as the more subtle kinds of behavior could be distinguished - such as the manipulator, the quiet, pleasant child who began twisting people's arms and squeezing hands to a point of pain. Other patterns of hostility began to be observed, which some team members had earlier labeled in more positive terms, such as "shy," "enthusiastic," "independent."

There seemed to be more awareness of how one child can set off a whole group, and some utilization of group management techniques. It was still hard for many of the team members to use reflective techniques with the children, in order to help them to see their behavior. There was still a tendency to evaluate and approach the children in terms of "good" and "bad" behavior, although their tolerance and acceptance of the children in general was truly remarkable. The role of the group leaders was strengthened considerably during this week - with emphasis put on the importance of their communication with the children in their group.

Third Week •AWARENESS •STRUCTURING •CONSISTENCY

This week the leaders began relating on a more personal basis with individual children and developing more awareness of children's problems. The emphasis now was shifted in an effort to have all team members try to give specific children consistent kinds of handling so that the opportunities for positive experiences for the children could be reinforced. This was possible since team members shared easily and generously. The Indian theme, developed during the second week, brought team leaders into a coordinated plan for the entire room, with staff helping the less competent and the younger children so that they felt adequate to participate in the project. There was a comfortable atmosphere, in general, with children moving about from table to table much of the free time. They were forming individual attachments, not always with their own leader, but the structure was there, with the group leaders maintaining basic responsibility but permitting some flexible communication.

The team members were often puzzled by children's behavior (who isn't?) but they came back with enthusiasm to try again - examining their own reactions and trying to "reach" certain children. There was more ability to capitalize on the children's own efforts - such as teaching a few children some dance steps when one child started to dance to the record player. These spontaneous ways of reaching out to the children were encouraged, as the staff, at times, held a bit too rigidly to the activity they worked so hard to plan for the children. They realized that they must have structure and spent much of their own time in preparation. They were sometimes so engrossed in that activity that the meaning of some behavior and interaction was missed - or not evaluated. Many times, however, the team leaders found that they

could manipulate situations and control by structure rather than by physical means or traditional disciplinary methods. The children liked the leaders, trusted them, and seemed to respond to them, even though the group leaders continued to struggle with the "good behavior" as the goal. We were approaching the idea of differential treatment for the child who managed to get the group leader all to himself, or the one who began to act up when he saw another child had been getting attention in that way. How does one begin to recognize the difference between the child who was the manipulator, and the truly emotionally deprived child who needed such attention?

Fourth Week •RELATIONSHIPS •CONFIDENCE

A new project (space capsule and trip to the moon) was introduced during this week, and the staff moved much more comfortably through the stages of presentation and implementation with the children. They were working smoothly as a team, could reinforce plans offered by other members, and were aware of the need for providing for different levels of participation as well as planning different but related projects for the fringers.

The children were being individualized, were often given time by a staff member in order to sort out what was going on with the child. The structure was tightened for some children, and others who could not manage to stay within it were moved out more purposefully. Consistency of attitude and approach were emphasized, group leaders were given more freedom to handle discipline with the social worker used more frequently as a floater for taking over with specific children who were disrupting the activity. The role of the group leader was the primary role with the children and the relationship between children and their group leader deepened. There were instances when the children demonstrated that they were incorporating the standards of the group leaders regarding behavior and performance.

Fifth Week •INSIGHTS •MORE CONFIDENCE •GROUP EXPERIENCE

The confidence of the staff was apparent during this final week. Everyone had suffered from colds and weariness, but enthusiasm never died altogether. The staff made their own plans, and many times the social worker was not briefed for some activity as they felt confident of themselves and comfortable with what they were doing. The space project continued but other activities were available, and by this time the staff was beginning to see the point at which an activity should be changed, certain children prevented from floating, and when they felt more comfortable,putting pressure on certain children. One staff member began to analyze the responses of particular children and piece together the various techniques and approaches that seemed to be effective under some circumstances. Group leaders were evidencing more awareness in the use of their attitudes and reasoning with specific children and were realizing some evidence of the success of their efforts; e.g., one child began to apologize to another child, one followed instructions without having to test the leader, and another began serving as an example for the younger children. These observable changes gave group leaders a tremendous lift in morale.

There was much satisfaction in the final morning's program to observe the children being much more aware of themselves and their interaction. One of the most useful activities on the last day was a brief period for showing the whole group the photographer's slides of one day's activities. The children loved the experience, very excitedly pointed themselves out, identified children from other groups, and one child, whose behavior had been a problem for everyone, suddenly saw himself standing on a table in an activity where all other children were conforming. He seemed to realize for the first time how his actions must look to others. We all felt that the technique of photography could be a more potent technique in future programs. The spontaneity, resourcefulness and investment of the group leaders were superb. One of the older boys cried when he left, and most of the children want to come again next year.

Trip to the Moon

STATISTICAL EVALUATION

Reliability of the daily MENTAL HEALTH CRITERIA ratings for each PACER: (Biber: refer to page 20)

Counselors were instructed in the use of the MENTAL HEALTH CRITERIA rating card during the Orientation session. A high degree of intra-rater reliability ($p < .01$) was evidenced from correlations between the daily ratings of each child for the <u>first</u> week and the <u>second</u> week of the program. (Table 1.)

All items of the MENTAL HEALTH CRITERIA rating card evidenced sufficient variance to be discriminating. In addition, the instrument showed a high degree of internal consistency ($p < .01$) across the five weeks period. (Table 2.)

Mental Health Criteria-Week 1 \ Mental Health Criteria-Week 2	1	2	3	4	5	6	7
7	.664	.450	.217*	.340	.511	.341	.345
6	.495	.690	.586	.661	.425	.569	.719
5	.475	.540	.586	.606	.339	.423	.671
4	.465	.583	.557	.765	.412	.592	.707
3	.382	.421	.217*	.281	.654	.365	.359
2	.305	.329	.226*	.323	.469	.516	.452
1	.454	.527	.479	.600	.414	.492	.789

*N.S.

Table 1. Correlations between items of MENTAL HEALTH CRITERIA ratings for week one and two. (all $p < .05$ except those noted). N=72.

Mental Health Criteria-Week 1 \	1	2	3	4	5	6	7
1	1.00	.766	.744	.596	.717	.638	.692
2		1.00	.816	.704	.599	.623	.838
3			1.00	.746	.586	.659	.785
4				1.00	.542	.525	.703
5					1.00	.678	.584
6						1.00	.629
7							1.00

Table 2. Inter-item correlations for MENTAL HEALTH CRITERIA of first week. (All $p < .01$, N=76).

Correlation of the MENTAL HEALTH CRITERIA Ratings with the AML Behavior Rating Scale:*

The AML Behavior Rating Scale was used by the classroom teacher for the initial screening of children for the PACE I. D. Center program (March 1966), and has been used subsequently to follow children as they progress through school. The Spring, 1967, AML ratings by classroom teachers were correlated with the Summer MENTAL HEALTH CRITERIA (MHC) ratings.

There was generally a poor correlation between items of the MHC and the Spring, 1967, AML Scale. The only exceptions were Item 1 on the MHC, "positive feelings toward self", and the Learning and Total Scores of the AML Scale.

Counselors were asked to rate their respective PACERS on the AML Scale during the FIFTH week of the Summer Program. There was a high correlation ($p < .05$) between the MHC rating of the FIFTH week and the AML ratings given at that time.

The Summer AML ratings by counselors correlate with the November, 1967, AML ratings by classroom teachers only for the "A" (aggressive) items. All other items show chance correlation. (Table 3)

AML Items - Fall 1967

AML Items - Summer 1967	1	2	3	4	5	6	7	8	9	10	L	A	M
1	.486†	.289*	.315*	.262*	.374†	.179	.419†	.389†	.442†	.336*	.186	.480†	.366†
2	.114	.179	.199	.220	.194	.039	.223	.215	.309*	.215	.084	.252*	.232
3	.312*	.047	.245	.081	.268*	.178	.256*	.213	.420†	.049	.067	.361†	.142
4	-.004	.272*	.256*	.283*	.163	.069	.290*	.206	.211	.329*	.149	.221	.297*
5	.356†	.215	.328*	.138	.406†	.046	.301*	.249	.448†	.104	.155	.446†	.196
6	.019	-.016	.085	.104	.069	.100	.197	.208	.131	.179	.089	.115	.127
7	.404†	.289*	.334*	.282*	.424†	.225	.325†	.202	.406†	.257*	.119	.451†	.302*
8	.046	.040	.125	.129	.149	-.089	.173	.244	.160	.185	.262*	.157	.144
9	.479†	.203	.271*	.215	.349†	.245	.405†	.221	.515†	.201	.159	.479†	.257*
10	.084	.097	.075	.378†	.033	.089	.225	.209	.132	.234*	.072	.128	.261*
A	.505†	.262*	.361†	.239	.445†	.224	.422†	.305*	.546†	.236	.167	.542†	.308*
M	.070	.158	.222	.337†	.175	.075	.308*	.313*	.273*	.344†	.170	.251†	.312*

* $p < .05$ † $p < .01$

Table 3. Inter-item correlations between AML ratings for the summer program and AML ratings for the Fall of the ensuing school year.

*See page 41.
A = aggressive behavior
M = moody, internalized behavior
L = learning

IMPROVEMENT

In order to assess the effect of participation in the program, improvement in the daily MHC ratings of the children was measured. Improvement was defined as the change in total weekly ratings from the first to last week of attendance in the program. Only those children were included who attended a minimum of three weeks. Of the 95 children included in this evaluation, 74 met this criteria. The average daily attendance was 77. (Table 4)

	N	%	MEAN CHANGE IN MHC TOTAL
IMPROVED	53	71.6	+26.87
UNIMPROVED	21	28.4	-22.43
NOT DETERMINED	21	—	——

$\chi^2 = 13.56$, $df = 1$, $p < .01$

Table 4. Proportion of children showing improvement on MENTAL HEALTH CRITERIA.

Of the 74 children assessed, 53 showed positive gains in MHC ratings. These 53 "improved" children evidenced a correlation of .334, ($p < .01$) between parental involvement at PACER parent meetings and the child's total attendance. The "improved" children showed a higher total daily attendance (95%) than did those in the "unimproved" category (84%). The "unimproved" children also had a higher incidence of accidents requiring first aid.

Behavior Groupings

The three categories into which children were initially placed were "aggressive (1)", "withdrawn (3)", and "other (2)". Composition of the groups were 35 "aggressive" (27 boys, 8 girls), 17 "withdrawn" (13 boys, 4 girls), and 43 "other" (29 boys, 14 girls). Mean ages for members of the three categories were nearly equivalent.

It might be expected that children with differing behaviors would respond differently to the kinds of experiences provided for in a program such as this. Inspection of Figure 1 reveals the qualitative differences in the MHC for each Behavior Category during the five weeks period. It is immediately evident that the greatest qualitative change can be seen in the "withdrawn" group of children. These children showed higher gains on all of the Mental Health Criteria than did the other two groups. Most significant gains appear to have been made in: •"positive feelings toward self"
•"relatedness to the environment"
•"independence"

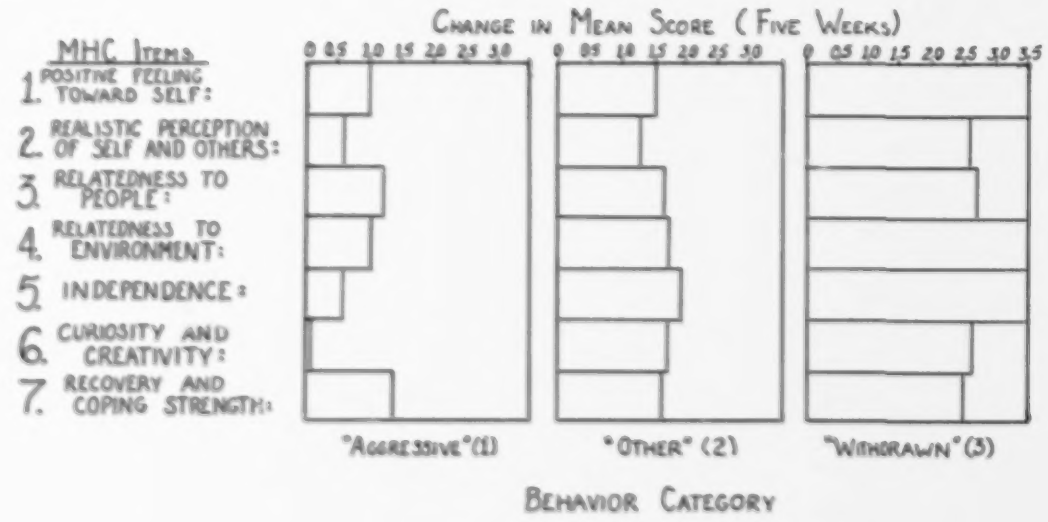

Change in Mean Score (Five Weeks)
MHC Items
1. Positive Feeling Toward Self:
2. Realistic Perception of Self and Others:
3. Relatedness to People:
4. Relatedness to Environment:
5. Independence:
6. Curiosity and Creativity:
7. Recovery and Coping Strength:
0 .05 .10 .15 .20 .25 .30
0 .05 .10 .15 .20 .25 .30
0 .05 .10 .15 .20 .25 .30 .35
"Aggressive" (1)
"Other" (2)
"Withdrawn" (3)
Behavior Category

Figure 1. Change in MENTAL HEALTH CRITERIA for each behavior category (difference between week one and week five).

The "aggressive" children showed the least overall qualitative changes in the Mental Health Criteria with the greatest gains appearing to be in: •"relatedness to people"
•"recovery and coping strength"

All children showed gains in: •"independence"
•"coping strength"
•"positive feeling toward self"

The "aggressive" children showed the least qualitative and quantitative changes (Table 5) over the five week period.

	'Aggressive' (1)	'Other' (2)	'Withdrawn' (3)
Number of Children	35	43	17
Mean Days Attended	19.1	18.7	20.6
Mean MHC Improvement	9.73	14.2	15.7

Table 5. Number of children, mean total attendance and mean improvement score for each Behavior Category.

In contrast, the "withdrawn" children showed the greatest qualitative and quantitative changes. Figure 2 shows the weekly mean totals of MHC ratings for the Behavior Groupings. The lack of any significant change in the "aggressive" children is in contrast to the marked drop in MHC ratings for the "withdrawn" children during the fifth week. Between these extremes is the progress of the "other" children who evidenced an expected "group process" behavior from the initial testing stage to a gradual leveling off and, in turn, improvement. This group also shows the most improvement from the Fall, 1966, AML Ratings to the Fall, 1967, AML Ratings. ($t=3.348$, $df=66$, $p < .01$)

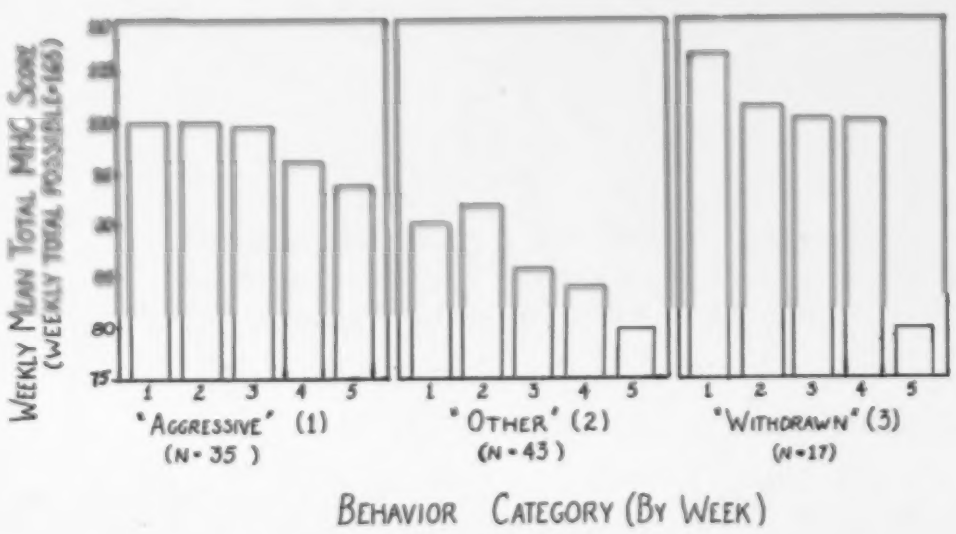


Figure 2. Weekly mean MENTAL HEALTH CRITERIA ratings for each behavior category.

"HOMEROOM" Groups

As previously described, each HOMEROOM was staffed by a PACE social worker and counselors. Each HOMEROOM carried on its activities in a somewhat different style. Improvement scores seem to reflect interesting differences among the five HOMEROOMS. Figure 3 reflects mean improvement scores on the MHC for each of the five groups.

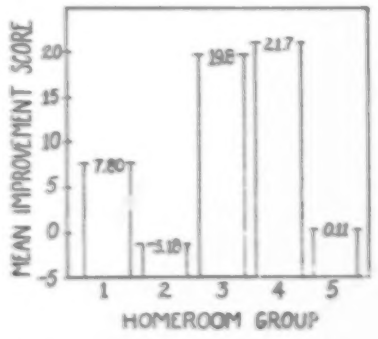


Figure 3. Mean improvement in MENTAL HEALTH CRITERIA for the five homeroom groups over five week period.

In attempting to interpret the variation among the groups there are several questions that can be raised:

1. Did staff functioning and cohesiveness contribute to a halo effect of expectancies for improvement?
2. Was there a real difference in children from HOMEROOM to HOMEROOM?
3. Was there a real difference in staff experience and competency among HOMEROOMS?
4. Was attendance a factor reflected in these variations? (No)
5. How well is this improvement or lack of improvement reflected in school during 1967 - 1968?

Further analysis may help to clarify these findings.

Sex Differences

Differences in improvement between girls and boys were minimal. Boys had a mean improvement on total ratings of 10.64 compared to 8.57 for girls. Boys exhibited a predictably high correlation between daily attendance and number of "accidents" incurred requiring first aid. The 89 such "accidents" were accounted for by 49 children, of whom 14 were girls.

The proportion of boys and girls showing positive gains in MENTAL HEALTH CRITERIA ratings were nearly equivalent (72% of boys, 65% of girls).

SUMMARY and CONCLUSIONS

- It was possible to provide an effective socialization experience for young children within a five week activity-oriented summer program.

- With planning and an experienced staff, it was possible to involve a substantial number of parents in such a program. (45% of those whose children participated)

- It was possible to provide a rich experience in adult-child and adult-adult relationships for high school and college students, teachers and administrators, as well as the PACE I. D. Staff.

- A significant number of PACERS participated in the summer program. (73%)

- The two major areas of child behavior that parents hoped would show gains from the summer program were: getting along with other children and gaining self-confidence.

- A significant number of PACERS attending the summer program showed positive gains. (72% of those attending)

- PACERS showed more disturbed behavior than had been anticipated.

- PACERS who tended to be "withdrawn", "fearful", "moody" showed the greatest gains in:
  - positive feelings toward self
  - relatedness to environment
  - independence

- PACERS who tended toward "aggressive" behavior showed the greatest gains in:
  - relatedness to people
  - recovery and coping strength

- All PACERS showed gains in:
  - independence
  - recovery and coping strength
  - positive feelings toward self

- It was possible to demonstrate that individual and group child therapy strategies were applicable and effective with this sample of young children.

- The activity group summer program was an effective intervention technique.

- Opportunities for staff planning, communication, consultation and process evaluation were essential to the program.

•Lasting gains can only be evaluated at a later date.

•Cost per PACER for the five week summer program was: $183.86

Daily Cost: $6.56 Based on ADA of 77

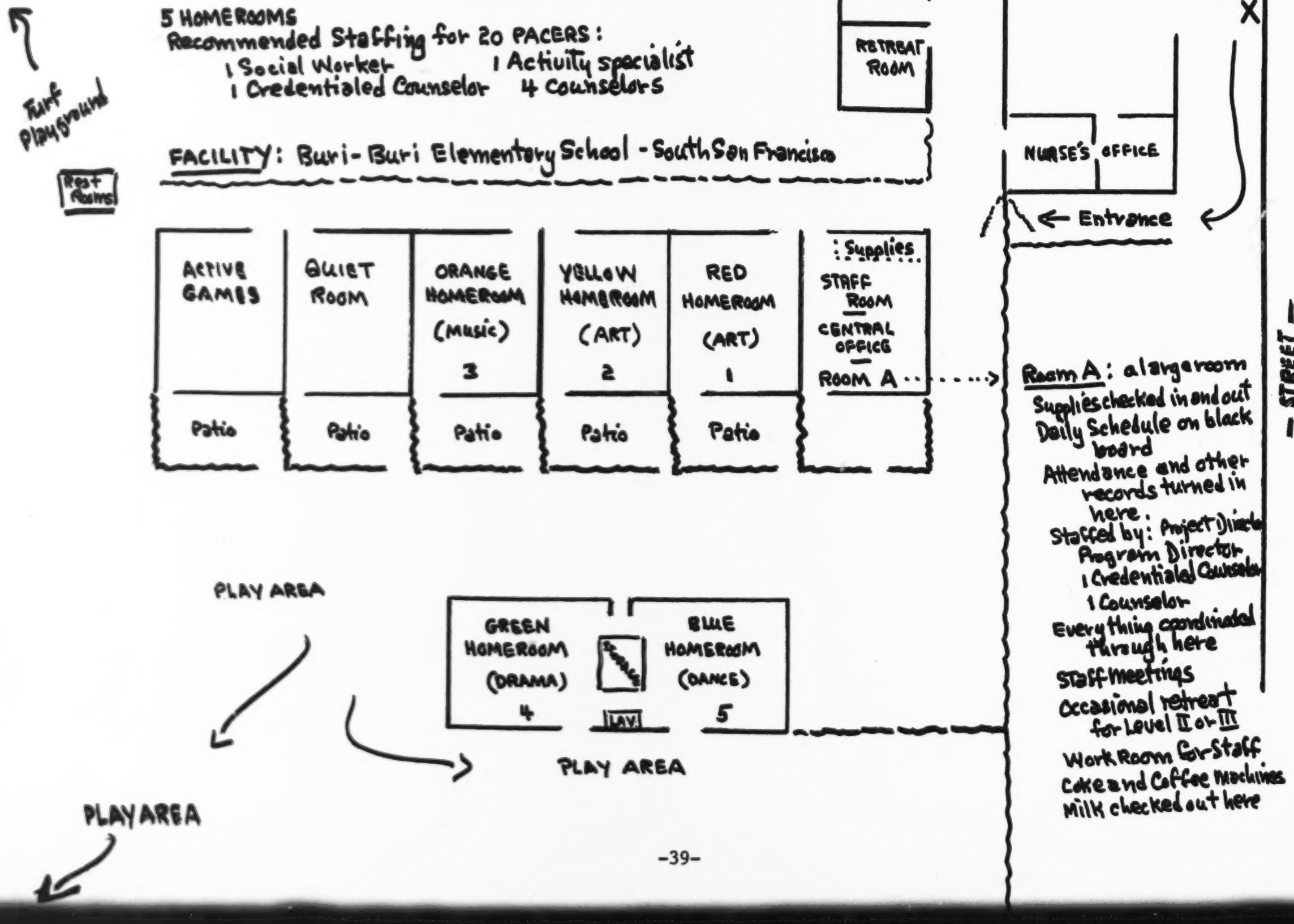
(Note: Based on all costs exclusive of PACE I. D. Center Staff.)

PLANNING - IMPLEMENTATION - EVALUATION - DISSEMINATION

How well have we measured the success of the summer program?

FACILITIES for • 98 PACERS • 23 SUMMER STAFF
• 7 PACE I.D. STAFF • 4 Consultants

5 HOMEROOMS
Recommended Staffing for 20 PACERS:
1 Social Worker 1 Activity specialist
1 Credentialed Counselor 4 counselors



Room A: a large room
Supplies checked in and out
Daily Schedule on black board
Attendance and other records turned in here.
Staffed by: Project Director
Program Director
1 Credentialed Counselor
1 Counselor
Everything coordinated through here
Staff meetings
Occasional retreat for Level II or III
Work Room for Staff
Coke and Coffee machines
Milk checked out here

PACE I. D. CENTER

A-M-L BEHAVIOR RATING SCALE

The School, as a major "helping agency," has key responsibility for implementing secondary preventive techniques in the interest of mental health. The early identification of young children with problem behavior is an important prerequisite to the process of early intervention.

The school classroom provides an opportunity for direct observation of children over a period of time and under a variety of circumstances. The A-M-L Behavior Rating Scale serves the purpose of helping the teacher record, in an orderly fashion, various kinds of observed behavior in children. The frequency with which these behavior characteristics occur and their duration are important considerations.

FREQUENCY: is checked on the 5-point A-M-L Scale from "Seldom or Never" to "All of the Time".

DURATION: is based on the criterion that the teacher observing and rating children is currently their classroom teacher.

The 11-item A-M-L Scale may be summarized as follows:

A - aggressive-outgoing behavior (Items 1, 3, 5, 7, 9)

M - moody - internalized behavior (Items 2, 4, 6, 8, 10)

L - Learning (Item 11)

* * * * * *

SPECIAL INSTRUCTIONS TO TEACHERS

It will contribute to the validity of the results if you will -

1) READ EACH STATEMENT CAREFULLY.

2) CHECK EACH STATEMENT ON THE BASIS OF YOUR DIRECT OBSERVATIONS ONLY.

* * * * * *

YOU WILL NEED ONE A-M-L RATING SCALE FORM PER PUPIL IN YOUR CLASSROOM.

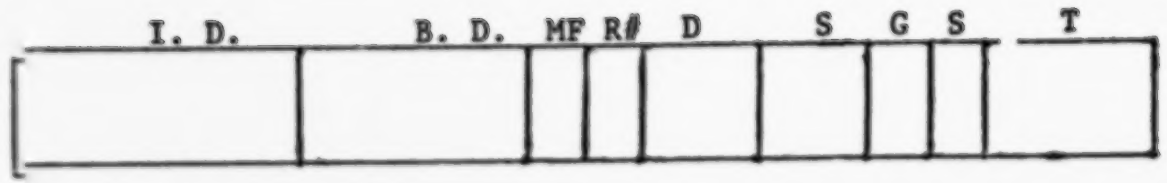
* * * * * *

Thank you for your time and help!

Pupil _____

Sex _____

Date of Rating _____



A)M(L BEHAVIOR RATING SCALE

PLEASE RATE THIS PUPIL'S BEHAVIOR AS YOU HAVE OBSERVED AND EXPERIENCED IT: THIS PUPIL -	Seldom or Never (1)	Not Very Often (2)	Often (3)	Most of the Time (4)	All of the Time (5)	
(A) 1. Gets into fights or quarrels with other pupils	☐	☐	☐	☐	☐	1.
(M) 2. Has to be coaxed or forced to work or play with other pupils	☐	☐	☐	☐	☐	2.
(A) 3. Is very restless	☐	☐	☐	☐	☐	3.
(M) 4. Is unhappy or depressed	☐	☐	☐	☐	☐	4.
(A) 5. Enjoys disrupting class discipline	☐	☐	☐	☐	☐	5.
(M) 6. Becomes sick when faced with a difficult school problem or situation	☐	☐	☐	☐	☐	6.
(A) 7. Is very obstinate	☐	☐	☐	☐	☐	7.
(M) 8. Is overly sensitive to criticism	☐	☐	☐	☐	☐	8.
(A) 9. Is very impulsive	☐	☐	☐	☐	☐	9.
(M) 10. Can be very moody	☐	☐	☐	☐	☐	10.
(L) 11. Has difficulty learning	☐	☐	☐	☐	☐	L____ A____ M____ T____

(1962): Office of the San Mateo County Superintendent of Schools, 590 Hamilton, Redwood City, California 94063

(1967): PACE I. D. Center, 363 El Camino Real
South San Francisco, California 94080

SUMMER PROGRAM EXPENDITURES - (Exclusive of PACE I. D. Center Staff)

			$	$
ADMINISTRATION	Program Director Mary Jo Oliver	7 hrs./day 28 days $6.50/hr.	1,274.00	
				1,274.00
STAFF	Counselors	7 hrs./day		
Credentialed	Linda Biocini Carol Daly Connie Edler Frances Wiseman	28 days $3.14/hr.	2,307.90	
Non-credentialed	4 High School Counselors Barbara Bjonerud Becky Woodworth Susan McVay Nancy Tonneson	7 hrs./day 28 days $1.30/hr.	1,019.20	
	2 Post High School Counselors 11 College counselors Kathy Amstrup Reed Anderson Claudia Matthews Tets Kashima Dave Ross Dirk Hartog Charles Norcia	7 hrs./day 28 days $2.62/hr. Becky Ruff Tom Ward Elinor Herod Mary Seubert Kathy Wherrett Sarah Vaughan Dean Blust	6,675.76	
				10,002.86
PUPIL TRANSPORTATION SERVICES	3 Servi-Car Buses	25 days @ $30/day	2,250.00	
				2,250.00
OPERATION OF PLANT	Custodian	5½ weeks 8 rooms-3 rooms/hr	225.50	
				225.50
EQUIPMENT	$313.25 +	Replacement: $91.77	405.02	
				405.02
				$14,157.38

EQUIPMENT

Loaned

2 Tumbling mats
12 Fleece balls
20 Soft balls
30 Playground balls
12 Soccer balls
2 Junior footballs
6 Volleyballs (rubber)
1 Cage ball
2 Volleyballs (plastic)
30 Jump ropes
12 Indian clubs
2 bats
4 bases
Lumme sticks
Aerial dart games
(cocks - paddles)
2 Record players
2 Bins of building blocks
2 Rocking boats
Playhouse furniture (1 room)
Easels
Scissors
Rhythm Band instruments
Large cardboard packing boxes
Airplane tire tubes

Purchased

Clay - that hardens
Assorted Clayola
Assorted Color chalk
Easel paint
Extending white dry paint
Easel brushes (sizes 10, 12, 16)
Finger paint
Art gum erasers
Rubber bands
Glue
Sponges
Kleenex
Construction Paper
9" x 12"
12" x 18"
24" x 36"
Assorted Colors Crepe paper
Wrapping paper
Easel paper
Water colors
Brushes
Water color cups
Show Card boards
Card games:
Old Maid
Fish
Cootie
Blockhead
Dominoes
Bingo
Checkers
Beanbags
Toy telephones
Plastic ball and bat
Origami paper
Puppets (hand)
Masking tape
Twine
Felt markers
2 parachutes: 8', 12'
Starch
Soap
Yarn
Macaroni
Balloons
Records
Books - picture and color
Toys - cars, trucks, etc., tinker toys

SOUTH SAN FRANCISCO UNIFIED SCHOOL
DISTRICT BOARD OF TRUSTEES

Leo L. Eserini, President
Leo Padreddii, Vice President
James Christensen, Clerk
Mrs. Lorraine Cooper, Member
Dr. Bill Starmer, Member
Dr. Paul Nielsen, Secretary
and District Superintendent

The PACE I. D. Staff

Director: Phyllis Van Vleet, Ph.D.
Assistant Director: Robert Brownbridge, MSW
Staff Social Workers:
Mrs. Elba Anziani, MSW, MPH
Miss Katharine Marks, MSW
Mrs. Kathryn D. Williams, ACSW
Miss Lucille Pazandak, ACSW
Mrs. Geraldine E. Smith, ACSW
Research Coordinator: Kenneth Bonnet, M.A.
Senior Secretary: Miss Gale Troupe
Secretary: Mrs. Dorothy Gordon

CONSULTANTS

Clarice Haylett, M.D.
David Schwartz, M.D.
Warren Vaughan, Jr., M.D.
Evelyn Korf, MSW

PHOTOGRAPHY

Marion Patterson
San Mateo County PACE Program

PARTICIPATING SCHOOL DISTRICTS: SUMMER PROGRAM

South San Francisco Unified School District
Bayshore Elementary School District
Brisbane Elementary School District
Catholic Archdiocese of San Francisco
All Souls School
St. Veronica's
Mater Dolorosa
San Bruno Park Elementary School District

PACE I. D. CENTER
363 El Camino Real
South San Francisco
California 94080

The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.